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ABSTRACT

This Student Activity Book is designed to be used with the "Guidebook for Parents and Teachers" of the same series. The Level 3 activity book consists of worksheets intended to help children discover and practice the most important patterns and principles that govern English spelling and writing. It includes short and long vowels, punctuation, various consonants and consonant blends, syllables, homophones, dictionary skills, diphthongs, common suffixes, common content area words, simple grammar, writing paragraphs, and words often misspelled. The activity book is divided into 30 sections, each consisting of a week's worth of activities. (SR)

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Spelling for Writing

Reid Wright

Student Activity Book

Level 3

CS 217630

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Spelling for Writing

Student Activity Book

Level 3

Reid Wright

This book is designed to be used with the *Guidebook for Parents and Teachers* for Level 3.

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FAMILY LEARNING ASSOCIATION

ERIC Clearinghouse on Reading, English, and Communication

The *Spelling for Writing* Series

A Guidebook for Parents and Teachers Level 1
A Guidebook for Parents and Teachers Level 2
A Guidebook for Parents and Teachers Level 3

Student Activity Book Level 1
Student Activity Book Level 2
Student Activity Book Level 3

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MISS KICK Words

Say each word. Hear the short vowel sound in each word. Write the words that answer each question.

fan

egg

pin

doll

pack

miss

add

luck

fed

rug

kick

lot

1. Which words have the short **a** sound?

2. Which words have the short **e** sound?

3. Which words have the short **i** sound?

4. Which words have the short **o** sound?

5. Which words have the short **u** sound?

Practice

The word list for this week is repeated here.

fan	egg	pin	doll	pack	miss
add	luck	fed	rug	kick	lot

A. Read each sentence. Look at the list and find the word that fits each blank space. Write the word that completes each sentence.

1. Have you _____ the dog yet?
2. I like to _____ my football as far as I can.
3. Can you _____ all these numbers?
4. We need one _____ to make this cake.
5. Don't get any mud on the _____ when you walk in.
6. Hurry up or we will _____ the bus.
7. Did you have a _____ of fun at the game?
8. Turn on the _____ to help cool the air.

B. Here are some definitions. After you read each definition, look at the word list. Write the word that fits each blank space.

1. To put things in a box or suitcase: _____
2. A pointed piece of metal that holds things together: _____
3. Something good that just happens: _____
4. A toy made to look like a person: _____

✍ **Writing**: Capital Letters and Periods

Here are some things you need to do when you write a sentence.

- ✔ Use a **capital letter** to begin the first word in a sentence.
- ✔ Use a **period** (.) at the end of a sentence that makes a statement.

> **H**e can kick the ball farther than I can.
> **I** dropped an egg on the floor.

Writing Sentences

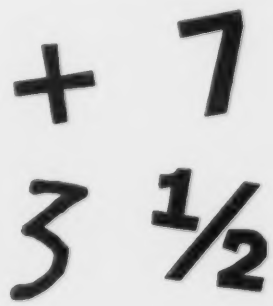
Think about things you like to do. Write three sentences that tell about things you enjoy. Use at least one spelling word in each sentence. Remember to begin each sentence with a capital letter and end with a period.

✏ **Content Words:** Math

Here are some words that you use when you study math. Notice the vowel sound in each word. Look up any words you don't know. Then write the word that fits in each sentence.

less half odd sum

1. Five is _____ as much as ten.
2. Three and seven are _____ numbers.
3. The _____ of six and six is twelve.
4. Four is _____ than nine.



SNAP CLICK Words

Say each word. Hear the short vowel sound in each word. What kind of sound do you hear at the beginning of each word? These sounds are made by two consonant letters that **blend** together. Answer the questions.

smack

swell

spill

flock

snap

click

swim

sled

brick

grass

stick

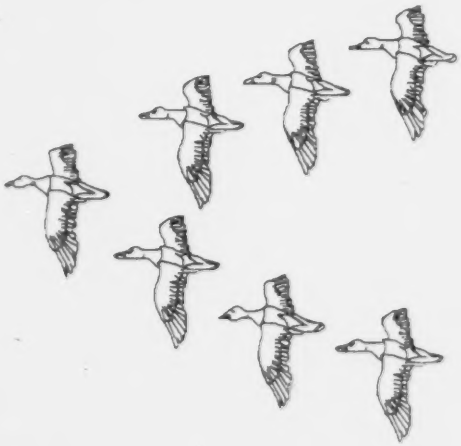
track

1. Which words begin with **cl**, **fl**, or **sl**?

2. Which words begin with **br**, **gr**, or **tr**?

3. Which words begin with **sm**, **sn**, or **sp**?

4. Which words begin with **st** or **sw**?



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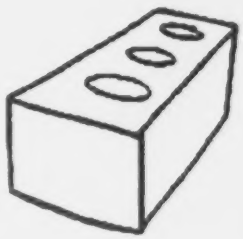
Practice

The word list is repeated here.

smack	swell	spill	flock	snap	click
swim	sled	brick	grass	stick	track

A. Look at the word list to find the word that fits in each sentence. Write the correct word in each blank space.



1. My _____ at school went on a trip.
2. I like to _____ in the pool with my friends.
3. The cars ran around the race _____.
4. Did you _____ any water on the floor?
5. These dry branches _____ when you step on them.
6. We rode the _____ down the hill in the snow.
7. Did this _____ come loose from the steps?
8. We need to mow the _____.

B. Read each of the following definitions. Then look back at the word list. Write the word that fits each blank space.

1. A long, thin piece of wood: _____
2. A large group of sheep or birds: _____
3. To stretch and become larger: _____
4. A sharp, loud slap: _____

✍ **Writing**: Question Marks and Exclamation Marks

Here are some more things you need to do when you write sentences.

✔ Use a question mark (?) at the end of a sentence that asks something. Many questions begin with **What** or **Where** or **When** or **Why** or **How**. Remember to begin each sentence with a capital letter.

> What time is it? Where are we going? How long will it take?
> When will we get there? Why did we stop?

✔ Use an exclamation mark (!) at the end of a sentence that shows strong feeling or surprise.

> That was amazing! I couldn't believe my eyes!

Writing Sentences

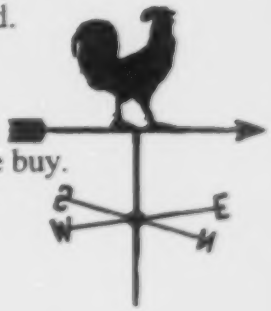
Imagine you are taking a trip to a zoo or a museum. Write two sentences that ask questions about things you see. Write two more sentences that express surprise at what you see. Start each sentence with a capital letter. End each sentence with the right mark.

✏ **Content Words:** Social Studies

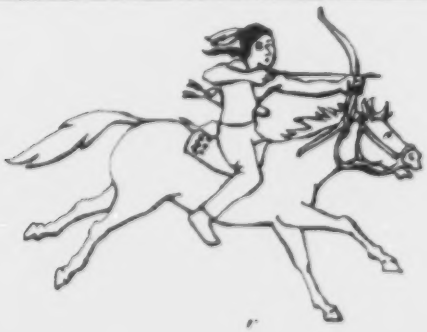
Here are some words you will see in social studies. Notice the vowel sound in each word. Look up any words you don't know. Write the word that fits the blank space in each sentence.

tax hunt west block

1. A whole _____ of houses had to be repaired.
2. Early Indians had to _____ for their food.
3. We have to pay a _____ on many things we buy.
4. California is _____ of Nevada.



What other words do you know like these?



MUST SING Words

Say each word. Hear the short vowel in each word. Notice the sound at the end of each word. Each word ends with a consonant **blend**.

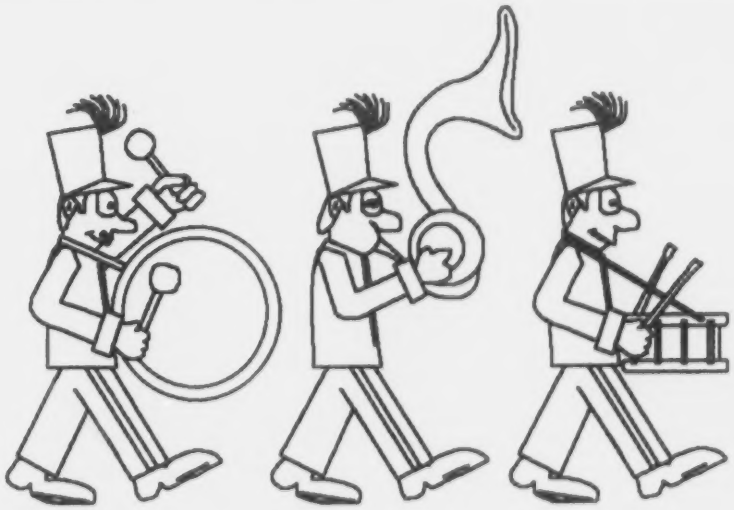
sand
rest
sing
thank
band
must
sang
think
blend
sink
blast
thing

1. Write the words that end with **nd**.

2. Write the words that end with **ng**.

3. Write the words that end with **nk**.

4. Write the words that end with **st**.



Practice

The word list is repeated here.

sand	rest	sing	thank	band	must
sang	think	blend	sink	blast	thing

A. Write the word that fits in each sentence.

1. I _____ have left my hat on the bus.
2. Can you _____ the song we heard on the radio?
3. The _____ on the beach was very hot.
4. We needed to _____ after our long walk.
5. The _____ played at the football game.
6. She _____ a song for the whole class.
7. A cold _____ of air blew through the door.
8. I can't find a _____ in this box of junk!

B. Write the word that fits each definition.

1. To mix things so they can't be separated: _____
2. To solve a problem or have a belief: _____
3. To show you are grateful for something: _____
4. To fall or drop to a low level: _____

✍ **Writing**: The Subject of the Sentence

A sentence has two parts. The **subject** part of the sentence tells who is doing something or what the sentence is about. The subject may have only one word, or it may have several words.

> **John** is my best friend.
> **He and I** play together.
> **All of my friends** like to play baseball.

In the next sentences, the ending is given but the beginning is not. Write a subject part at the beginning of each sentence. Use a word from the spelling list in each subject.

1. _____ was blowing in our eyes.

2. _____ was dripping water on the floor.

3. _____ played in the parade.

✏ **Content Words:** Science

Here are some words you will learn in science class. Look up any words you don't know. Write the word that fits each blank space.

fog cell gas stem

1. Oxygen is a _____ that we all breathe.

2. A _____ is the smallest part of a plant or animal.

3. The _____ is the main stalk of a plant.

4. Drops of water floating in the air cause _____.

CHILL SPRING Words

Say each word. Hear the short vowel in each word. What kind of sound do you hear at the beginning of each word? Some words begin with two consonants that make one sound: **ch**, **sh**, **th**, and **wh**. Other words begin with three consonants that join together.

thick

scrap

shock

spring

chill

strap

shelf

scrub

which

sprang

whack

struck

1. Which word begins with **ch**?

2. Which words begin with **sh**?

3. Which word begins with **th**?

4. Which words begin with **wh**?

5. Which words begin with **scr**?

6. Which words begin with **spr**?

7. Which words begin with **str**?

Practice

The word list is repeated here.

thick	scrap	shock	spring	chill	strap
shelf	scrub	which	sprang	whack	struck

A. Write the word that fits in each sentence.

1. I felt a _____ from the cold draft of air.
2. The animals _____ from their hiding places and ran.
3. I don't know _____ one to choose.
4. Be sure to _____ all the dirt off the steps.
5. Don't let that branch _____ you in the face!
6. We _____ a big rock that was under our boat.
7. Please pick that _____ of paper off the rug.
8. Don't touch that wire! It may _____ you!

B. Write the word that fits each definition.

1. A flat board that holds books: _____
2. To move up or forward very quickly: _____
3. A narrow piece of material for wrapping: _____
4. Large in size; not thin: _____

✍ **Writing**: The Predicate of the Sentence

The **predicate** of a sentence tells what the subject is doing or gives more information about the subject. The predicate must contain a *verb*, but it can contain other words as well.

> Our team **won the game**.
> We **scored ten points**.
> My friends and I **went for a pizza after the game**.

In these sentences the verbs are *won*, *scored*, and *had*. The other words in the predicate tell *what* we won, *how many* points we scored, and *where* my friends and I went.

Each of the following questions should be followed by a sentence that gives an answer. The beginning of each answer is given. Write the rest of the predicate for each answer. Use a list word in each predicate.

1. Where are the books?

Mary and I _____.

2. What will you do with this dirty bucket?

We _____.

3. Is there something I can write on?

Yes, you _____.

✏ Content Words: Geography

Here are some words you will study in geography. Use one word to fill the blank in each of the following sentences.

map crust cliff crop

1. Corn is a very important _____ on many farms.

2. The steep _____ rose high above the valley.

3. This _____ shows all the streets in our town.

4. The earth has a hard outer surface called the _____.

FLASH PATCH Words

Say each word. Notice the vowel sound in each word. What kind of consonant spellings do you see at the end of each word? Each group of two or three consonants spells one sound.

much

edge

itch

bath

flash

badge

rich

patch

with

smash

bridge

ditch

1. Write the words that end with **ch** after the vowel.

2. Write the words that end with **sh**.

3. Write the words that end with **th**.

4. Write the words that end with **dge**.

5. Write the words that end with **tch**.

Practice

The words on this week's list are repeated here.

much	edge	itch	bath	flash	badge
rich	patch	with	smash	bridge	ditch

A. Write the word that fits in each sentence.

1. We tried to give the dog a _____ last night.
2. Let's put these books _____ all the others.
3. I ate too _____ pizza and got sick.
4. The old _____ goes over the river.
5. This _____ shows that you are in our group.
6. This scratchy shirt makes my skin _____.
7. The plate fell off the _____ of the table.
8. I thought I was _____ when I won ten dollars.

B. Write the word that fits each definition.

1. A piece of cloth used to cover a torn place: _____
2. A narrow trench dug in the ground: _____
3. To destroy by breaking in pieces: _____
4. A quick burst of bright light: _____

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✍ **Writing**: Nouns

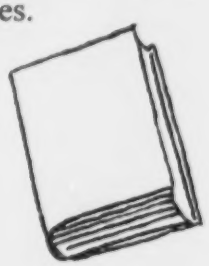
You use a great many **nouns** every day. This is because nouns are words that name people or places or things. Here are a few nouns you probably already know.

Person	**Place**	**Thing**
mother	room	book
father	house	chair
boy	school	pencil
girl	street	table
teacher	city	door

Here are some more words that you probably know. Some are nouns and some aren't. Underline each word that is a **noun**.

fast	big	car	library
see	sister	easy	window

Nouns can be used many ways in sentences. We often use a noun as the *subject* of a sentence. Write a noun that fits the subject part of each of these sentences.



1. Paul and his _____ ride the bus.
2. The _____ barked and chased the ball.
3. This _____ tastes very good.

✏ **Content Words: Math**

Here are some words you will study in math. Write the word that fits in each sentence.

graph	cent	plus	math

1. A penny is the same as one _____.
2. In _____ we learn about numbers.
3. Three _____ three equals six.
4. This _____ is shaped like a pie.

MIDDLE BUTTON Words

Say each word. Notice that each word has two parts. Each part is called a **syllable**. The first syllable in these words is louder than the second.

What kind of vowel sound do you hear in the first syllable of each word? What do you notice about the consonants in the middle of each word?

dinner

bottle

lesson

middle

summer

letter

hammer

kitten

bottom

happen

butter

rattle

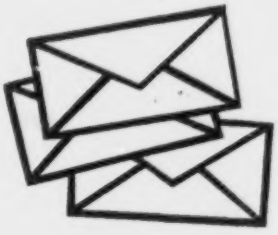
1. Which words have short **a** in the first syllable?

2. Which words have short **e** in the first syllable?

3. Which words have short **i** in the first syllable?

4. Which words have short **o** in the first syllable?

5. Which words have short **u** in the first syllable?



Practice

dinner	kitten	bottle	hammer
lesson	bottom	middle	happen
summer	butter	letter	rattle

A. Write the word that fits in each sentence.

1. The _____ is playing with the string.
2. Put some paper on the _____ of the cage.
3. This _____ has been very hot.
4. Please give me a _____ of pop.
5. We had chicken for _____ last night.
6. I mailed a _____ to my aunt.
7. A _____ can drive nails into wood.
8. The car has a loud _____ when we go over a bump.

B. Write sentences using the other spelling words:

butter	lesson	happen	middle

✍ **Writing**: Verbs

You already know that every sentence has a subject and a predicate. The most important word in the predicate is the **verb**. Many verbs tell what someone does: *run*, *jump*, *play*, *see*, for example. Other verbs tell what something *is* or what someone *has*. Here are some sentences with the verb written in boldface.

We **play** for the same baseball team.
Ellen **likes** the new bike she got for Christmas.
Football **is** my favorite sport.
My friend and I **looked** everywhere for my gloves.
She **found** the book that she lost last week.
We **had** a good time at the party.

In the first three sentences, the verbs are in the *present tense*. This means that they tell about things that are happening right now. The other three sentences have verbs that are in the *past tense*. They tell about things that have already happened.

Think about something you like to do or you have done in the past. Write a paragraph with at least three sentences. In each sentence, use an active verb that tells about something you *do* now or that you *did* earlier.

✏ **Content Words:** Social Studies

Here are some words that are used in social studies. Write the word that fits in each sentence.

flood mask judge stamp

1. Some Indians wear a _____ for ceremonies.

2. Be sure to put a _____ on your letter.

3. Everyone stood when the _____ entered the court.

4. The heavy rains caused a _____ in our town.

What other words do you know like these?

Personal Words

You probably have certain words that interest you. They may be words about sports or music or something else you like.

Begin to make a list of words that are important to you. If these words are difficult, you can begin to practice them now. You can also use your own paper to spell the words and use them in sentences.

STOPPED SCRUBBING Words

You already know that many verbs are action words that tell about doing something: *run*, *stop*, *skip*, and so on.

- ✔ With many verbs, add the ending *-ed* to show that something happened in the past: "I **slipped** on a banana peel yesterday."
- ✔ Add the ending *-ing* to show that something is still happening: "The rabbit is **hopping** across the yard."

Look at the word **hop** given below. The final consonant **p** is doubled before the endings *-ed* and *-ing* are added. Now look at the other words on the list. Write each word with *-ed* and *-ing* to added at the end. Remember to double the final consonant in each verb before you add the endings.

hop	hopped	hopping
stop		
rub		
chop		
plan		
drop		
skip		

How do you know when to double the final consonant before you add *-ed* or *-ing*? Just ask yourself these questions:

- ✔ Does the verb have a short vowel?
- ✔ Does the verb end with one consonant letter after the vowel letter?

If both answers are "Yes," then double the final consonant before you add *-ed* and *-ing*.

Practice

The verbs on this week's list are repeated here.

stop rub chop plan drop skip

A. Write the word that fits in each sentence. Use a verb that ends with *-ed* to tell about something that happened in the past. Use a verb that ends with *-ing* to tell about something that continues to happen.

1. I _____ a lot of wood for the fireplace.
2. We are _____ the metal to make it shiny.
3. Who _____ all these books on the floor?
4. Kim is _____ rope on the sidewalk.
5. We _____ to rest while we were traveling.
6. Are you _____ to take a long trip?
7. Who is _____ down these trees?
8. We _____ the coins until they looked like new.

B. Make up your own sentences using the other words on the list.

dropping skipped stopping planned

✍ **Writing:** The Time-Order Paragraph

A **paragraph** is a group of sentences that belong together. The first sentence gives the main idea of the paragraph. The other sentences tell more about the main idea. Many paragraphs tell about things that happen in a certain order. They begin by telling what happened first. Then they tell about other things that happened later. Here is an example:

> I watched two birds build a nest. First they found a branch of a tree. Next they got some twigs and leaves and string. Then they put them all together to make a nest.

The first sentence in a paragraph is **indented**. This means that it starts farther in than the other lines in the paragraph.

Think about something you did or a place you visited. Write a paragraph about what happened. The first sentence should tell what you did first. The other sentences tell what happened next. Try to use as many list words as you can.

✏ Content Words: Science

Here are some words you will learn as you study science. Look up any words you don't know. Write the word that fits in each of the following sentences.

skin pulse smog blood

1. Smoke and fog cause _____.
2. A bird's _____ is covered with feathers.
3. The heart pumps _____ through the body.
4. Can you feel the _____ in your wrist?

MISSED SPELLING Words

Last week we saw some verbs that doubled the final consonant before adding *-ed* and *-ing*. This week we will look at some verbs that end with two or three consonant letters that spell a single sound.

> When a word ends with two or three consonant letters after the vowel, do not make any change when you add the endings *-ed* and *-ing*.

Look at the word *fill* given below. See how the endings *-ed* and *-ing* are added to this word. Now look at the other words on the list. Add the endings *-ed* and *-ing* to each verb.

fill	filled	filling
pass		
wish		
spell		
pack		
miss		
pitch		

The guideline is easy to remember. Just ask these two questions:

- ✔ Does the verb have a short-vowel sound?
- ✔ Are there two or more consonant letters after the vowel?

If the answer to both questions is "Yes," then don't make any change in the verb when you add *-ed* and *-ing*.

✎ Practice

The words on this week's list are repeated here.

pass wish spell pack miss pitch

A. Write the word that fits in each sentence. Use a verb that ends with *-ed* to tell about something that happened in the past. Use a verb that ends with *-ing* to tell about something that continues to happen.

1. We are _____ for our trip.
2. Tom _____ the whole baseball game.
3. I am _____ more and more words right.
4. We _____ their house in the last block.
5. The catcher is _____ too many easy pitches.
6. Who _____ this suitcase?
7. Ed is _____ for our baseball team.
8. We all _____ that the weather would clear up

B. Write sentences using the other spelling words.

missed passing spelled wishing

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✍ **Writing**: The Descriptive Paragraph

Last week you wrote a paragraph telling about things that happened in time. This week you can write a paragraph that describes something you have done or seen.

Think about a trip you have made to the zoo or the beach or the mountains or anywhere else. Write a paragraph that describes what you saw and did when you went on your trip.

Begin your paragraph with the main idea. This tells what you did or where you went. Then give more details about your trip in the other sentences.

✏ **Content Words:** English

Here are some words that you learn when you study the English language. Write the word that fits in each sentence.

sentence subject letter noun

1. The last _____ in the alphabet is Z.

2. The _____ tells what the sentence is about.

3. A _____ names a person or a thing.

4. A _____ can tell something or ask a question.

HEAR HERE Words

Sometimes two or three words have the same sound even though their spellings and meanings are different. Such words are called **homophones**.

Some homophones are given in this week's list. As you write each word, use it in a sentence or give a brief definition. Notice the spelling that goes with each meaning.

eye

hear

no

new

one

right

I

here

know

knew

won

write

Practice

The pairs of homophones are repeated here:

eye—I	hear—here	no—know
new—knew	one—won	right—write

Choose the word that fits each sentence. Write the correct homophone in the blank space.

1. My friend and _____ like to play ball.
   eye I

2. Do you _____ the answer to this question?
   no know

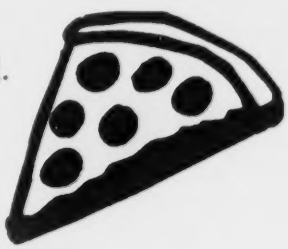
3. Our team _____ the game last night.
   one won

4. Did you _____ what he said?
   here hear

5. I got a _____ bike for my birthday.
   new knew

6. I got the _____ answer to that question.
   write right

7. The batter must keep his _____ on the ball.
   I eye



8. Put the box over _____ on the table.
   hear hear

9. There is _____ more pizza left.
   know no

10. There is only _____ donut left.
    won one

11. I _____ we would win the game!
    new knew

12. Did you _____ a note for them?
    right write

✍ **Writing**: Telling How to Do Something

It is important to give clear instructions when you tell someone how to do something. Begin by saying what you are going to do. Then tell how to do it, step by step.

Think about something you know how to do: building a model, cooking something, or learning how to swim, for example. Write a paragraph telling someone else how to do the same thing. Begin by saying what you are explaining. Then give instructions that others can follow.

✏ **Content Words: Math**

Here are some words you will use in math. Write the word that fits in each sentence.

number center gallon curve

1. A _____ is a line that bends without sharp angles.

2. The _____ of a circle is the same distance from all points around the outside.

3. Can you count the _____ of beans in this jar?

4. A _____ is equal to four quarts.

WHO HOW Words: Words Often Confused

Last week we saw pairs of words that had the same sound but different spellings and meanings. This week we will see pairs of words that may sound or look *almost* the same, but they actually have different pronunciations and different meanings.

Say the words in this week's list. Pronounce each pair of words carefully so that you hear the difference. Write the words in the blank spaces. Use each word in a sentence or give a definition.

of	_____	off	_____
our	_____	are	_____
who	_____	how	_____
win	_____	when	_____
than	_____	then	_____
on	_____	one	_____

Practice

Here are the words on this week's list:

of—off	our—are	who—how
win—when	than—then	on—one

Write the word that fits in each sentence.

1. We had _____ big math test yesterday.
   are our

2. Tell me _____ it is time to leave.
   win when

3. Do you know _____ was on the phone?
   how who

4. Please give me one _____ your cookies.
   off of

5. This box is bigger _____ that one.
   then than

6. Put these books _____ the table.
   one on

7. I hope we can _____ the next two games.
   when win

8. Bill and I _____ good friends.
   our are

9. How many times did you fall _____ your bike?
   of off

10. Do you know _____ cold it is today?
    who how

11. Play one more game and _____ we must leave.
    than then

12. We need _____ more player for our team.
    on one

✍ **Writing**: Correcting Errors in Paragraphs

Here a paragraph that has some mistakes. Draw a small circle around each thing that you find wrong.

> We went to visit some friends last week. they live a long way from us We had a good time playing with their kiten. i hope we can go back to see them next sumer.

Now write the paragraph again. Correct all the mistakes.

✏ **Content Words:** Social Studies

These words are used in Social Studies. Write the word that fits in each sentence.

elect public city state

1. Is the meeting open to the _____?
2. A big _____ needs many fire trucks.
3. Each _____ has two senators in Washington.
4. We will _____ a governor next month.

CUTE WHALE Words

This week we look at words that have long vowels. You hear long vowels when you say the letters **a, e, i, o,** and **u** in the alphabet.

Many of the words in this week's list have one syllable. They begin with a consonant sound. The main vowel comes next. This is followed by another consonant and a final letter *e*. This final *e* is silent, but it lets you know that the main vowel is long.

> These words fit the **VCe pattern**. This means that the main **V**owel is followed by a **C**onsonant and then the final, silent **e**. You see this pattern in long-vowel words such as *age* and *ice* and *use*.

Say the words. Notice that a few words have two syllables. Where do you hear the long vowel in these words? Now answer the questions.

cape
shine
code
cube
fame
hike
alone
confuse
chase
chose
while
suppose

1. Which words have the long **a** sound?

_____

_____

_____

2. Which words have the long **i** sound?

_____

_____

_____

3. Which words have the long **o** sound?

_____

_____

_____

4. Which words have the long **u** sound?

_____

_____

_____

Practice

The word list for this week is repeated here.

cape	shine	code	confuse
fame	hike	alone	cube
chase	suppose	while	chose

A. Write the word that fits in each blank space.

1. Please wait _____ I change my shoes.
2. He achieved great _____ as a movie star.
3. She waited _____ in the empty house.
4. I had to _____ my dog for a block.
5. We took a long _____ through the woods.
6. They _____ a new leader for the team.
7. Batman wears a mask and a long _____.
8. Who do you _____ will win?

B. Write the word that fits each definition.

1. Symbols used for secret messages: _____
2. An object with six equal square sides: _____
3. To give off a bright light: _____
4. To make something uncertain or unclear: _____

Dictionary Skills: Alphabetical Order

When you look in a dictionary, you see that the words are arranged in ABC order. This is also called *alphabetical order*. All the words that begin with A come first. Then all the letters that begin with B come next. And so on till you come to Z.

Look at the six words listed here:

zoo game run pat egg catch

Write these words in ABC order on the lines given below. The first word should begin with the letter nearest the beginning of the alphabet. If no words begin with A, then look for words that begin with B. If you don't find any of those, then look for words that begin with C. Continue until all the words are in order.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

✏ **Content Words:** Geography

Here are some words you will see when you study geography. Write the word that fits in each sentence.

ocean globe dune tribe

1. A _____ shows all the countries on earth.
2. One _____ of Indians lived in Florida.
3. The ship took a week to cross the _____.
4. A large sand _____ piled up during the storm.

FLAKE SCRAPE Words

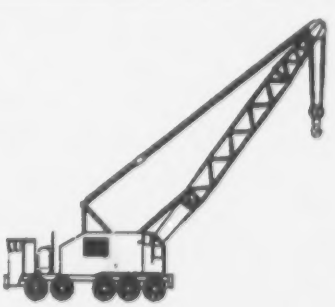
This week we look at more words with long vowels. These words begin with sounds that **blend** two or three consonants together. These words also fit the **VCe pattern**. The long vowel is followed by a consonant and a final letter *e*. Say the words. Answer the questions.

blade
glide
crane
bride
close
scrape
strike
flake
stroke
brake
throne
broke

1. Which words begin with **bl, cl, fl,** or **gl**?

2. Which words begin with **br** or **cr**?

3. Which words begin with **scr, str,** or **thr**?



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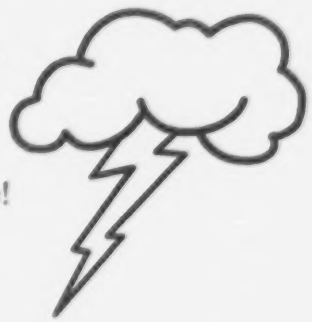
Practice

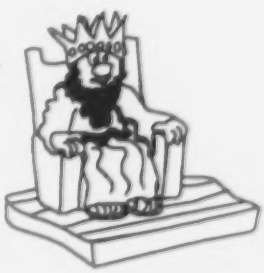
The list words for this week are repeated here.

blade	glide	crane	bride
close	scrape	strike	flake
stroke	brake	throne	broke

A. Write the word that fits in each sentence.



1. The _____ got married in a big church.
2. Did lightning _____ strike the tree?
3. A big _____ of snow landed in my face!
4. We had a _____ of good luck.
5. Watch out! This _____ is very sharp.
6. The big _____ lifted the heavy weight.
7. Use the _____ to stop the wheel.
8. The king sits on a large _____.



B. Here is a paragraph with some words missing. Look at the four words given below. Then write the word that fits in each blank space.

scrape	close	glide	broke

I like to _____ across the snow in my sled.

Sometimes my sled will _____ on the rocks. Last winter I

_____ my sled when I hit a big stone. I also bumped my

brother when our sleds got too _____ together.

✍ **Writing**: Making Comparisons

We can describe something by comparing it to something else. Here are some sentences that make comparisons.

The children are *like* little angels.	They were *as* quiet *as* mice.
Her voice was *like* pure gold.	He is *as* strong *as* a horse.

Each of these sentences uses a **simile**. A simile makes a comparison by showing how two things are alike. The first two sentences use the word *like* to compare things. The other two sentences use the word *as* to make a comparison.

Write some similes that make comparisons between two things. You may want to compare the sea or the sky to something else. You can also compare people or animals or other things. Use *like* or *as* in each sentence.

✏ **Content Words:** Science

Here are some words you will learn in science.

produce reptile climate wave

Write the word that fits in each sentence.

1. Wind and rain and heat affect our _____.
2. A big _____ crashed into the shore.
3. Plants and trees _____ oxygen.
4. An alligator is a large _____.

Personal Words

Here is another chance to write some words that interest you. Practice writing them on your own paper. Also use each word in a sentence.

PAINT STAIN Words

This week we will see some long-vowel words that do not end with a silent *e*. Instead, they use two vowel letters together to spell one long-vowel sound. In the words for this week, the letters **ai** let you know that the main vowel is long **a**.

Say each word. Notice that some words have two syllables. The louder syllable has the long **a** sound. Write the words that fit each pattern.

drain
paint
stain
trail
remain
snail
faint
waist
strain
detail
straight
contain

1. Write the words that end with ***-ain***.

2. Write the words that end with ***-ail***.

3. Write the words that end with ***-aint***.

4. Write the word that ends with ***-aist***.

5. Write the word that ends with ***-aight***.

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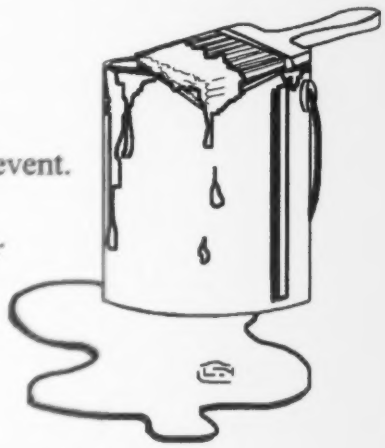
Practice

The list words are repeated here.

drain	paint	stain	trail
remain	snail	faint	waist
strain	detail	straight	contain

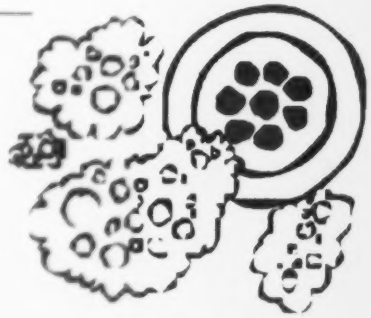
A. Write the word that fits in each sentence.



1. I got a ketchup _____ on my shirt.
2. The report gave every _____ of the event.
3. This belt won't fit around my _____.
4. Use this ruler to draw a _____ line.
5. We need to _____ this old fence.
6. I got so dizzy that I thought I would _____.
7. These boxes _____ all my books.
8. The guides marked a _____ through the forest.

B. Write the word that fits each definition.

1. To stretch or pull as hard as you can: _____
2. To continue without any change: _____
3. A slow-moving animal with a spiral shell: _____
4. To remove water from a tank: _____



✍ **Writing:** Adjectives

An **adjective** is a word that describes something. Adjectives can tell how big or how small something is. They can also tell us if something is short or tall, fast or slow.

Much of the time, adjectives come just before the *nouns* they describe. You see this in the following sentences.

> I saw a **tall** *giraffe* at the zoo.
> This is a **dull** *movie*.
> We had a **good** *time* at the party.

When you want to describe something, choose the adjective that fits best. For example, a kitten may be *small*, but a mouse is *tiny*. Use adjectives that give clear descriptions.

Write a paragraph that describes your favorite animal. Use adjectives to tell about its size or how it moves or what kind of noise it makes.

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✏ **Content Words**: English

Here are some words that are used when you study the English language. Write the word that fits each sentence.

capital period question comma

1. Use a _____ to separate groups of words.

2. A _____ is used at the end of a statement.

3. A _____ letter begins each sentence.

4. Ask a _____ to get information.

What other words do you know like these?

EAST FIELD Words

You already know that some long **e** words can be spelled with the letters *ee* as in *see* and *feet*. Other long **e** words are spelled with the letters *ea*. You will see some of these words this week.

A few words use the letters *ie* to spell the long **e** sound. You will also see some of those words this week.

Say each word. Notice how the long **e** sound is spelled in each word. Write the words.

meat

east

steam

seat

mean

chief

clean

neat

field

lean

stream

niece

1. Write the four-letter words spelled **ea**.

2. Write the **ea** words that begin with two or three consonants blended together.

3. Write the words spelled **ie**.

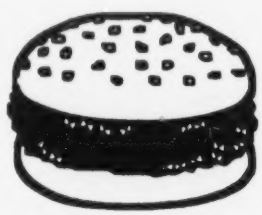
Practice

The list words are repeated here.

meat	east	steam	seat	mean	chief
clean	neat	field	lean	stream	niece

A. Write the word that fits in each sentence.

1. Did you _____ all the mud off your shoes?
2. There isn't much _____ on this hamburger.
3. The city has a new _____ of police.
4. Boiling water makes lots of _____.
5. I hope we can get a _____ at the movie.
6. Don't _____ on that loose railing.
7. I don't understand what you _____.
8. Our neighbor's _____ has come to visit.



B. Add the words that complete the sentences in the following paragraph.

east	field	neat	stream

On the farm, ducks swam in the _____ that flowed past the farmhouse. Cows grazed in the open _____ nearby, and piles of hay were arranged in _____ stacks. The sun was warm, and a gentle breeze blew from the _____.

Dictionary Skills: Alphabetical Order

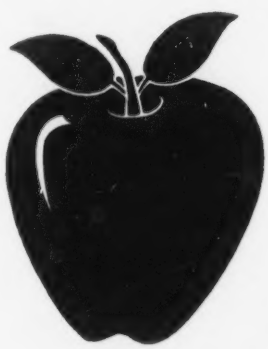
Sometimes you will need to look up several words that begin with the same letter. When this happens, look at the second letter in each word. This way, you can tell that *back* would be given before *bend* because the letter *a* comes before *e* in the alphabet.

Here are some words that all begin with the letter *n*. Arrange the words in alphabetical order. Look at the second letter in each word to tell you how they should be arranged.

1. night noon name neck

Here is a group of words beginning with the letter *a*. Arrange them in alphabetical order.

2. apple act ask and



✏ **Content Words:** Math

Here are some words that are used in the study of math. Write the word that fits each definition.

square equal circle dozen

1. Things that are exactly the same in number: _____

2. A figure that is perfectly round: _____

3. A group of twelve things: _____

4. A figure that has four equal sides: _____

What other words do you know like these?

FLOAT BOWL Words

In some words, the long **o** sound is spelled with the letters *oa*. You will find several of these words in this week's list.

Other words have the long **o** sound spelled with the letters *ow*. You will see some of these words as well.

Read the words in this week's list. Then answer the questions.

oak

grow

soak

flow

bowl

goal

own

groan

throw

coast

grown

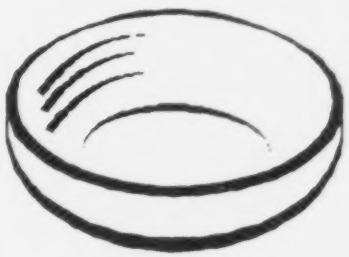
throat

1. Which words are spelled with **oa**?

2. Which words end with **ow**?

3. Which words have **ow** followed by a consonant?

4. Which words sound the same but have different spellings and meanings?



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Practice

The list words are repeated here.

oak	grow	soak	flow
bowl	goal	own	grown
throw	coast	groan	throat

A. Write the word that fits in each sentence.

1. Put these potato chips in a big _____.
2. Can you _____ the ball across the field?
3. Our puppy has _____ a lot this month.
4. Our team scored a _____ in the last minute.
5. The big _____ tree was damaged by the storm.
6. Do you _____ a blue bicycle?
7. The plant will _____ quickly in the sunlight.
8. The cold wind gave me a sore _____.

B. Write the word that fits each definition.

coast	flow	soak	groan

1. To place something completely in liquid: _____
2. A deep moaning sound: _____
3. The area of a country that meets the ocean: _____
4. To glide along smoothly: _____

✍ **Writing:** Sentences—Review

In Weeks 1 and 2 you saw that every sentence begins with a capital letter. Every sentence ends with a punctuation mark. This week we will review everything you have learned about sentences.

✔ Use a **period** (.) at the end of a sentence that makes a statement.

I like to play baseball.

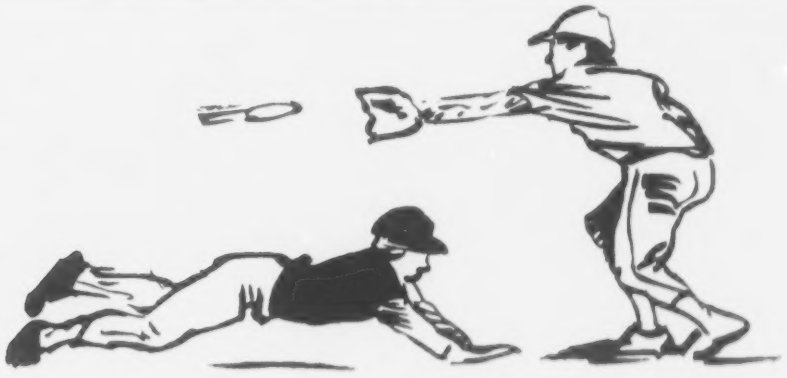
✔ Use a **question mark** (?) at the end of a sentence that asks something.

Do you like to play baseball?

✔ Use an **exclamation mark** (!) at the end of a sentence that shows strong feeling or excitement.

We just watched the greatest game I have ever seen!

Think about something you like to do. Write one sentence that makes a statement. Write another sentence that asks a question. Then write one more sentence that expresses excitement. Use the correct punctuation at the end of each.



✏ **Content Words**: Social Studies

Here are some words that are used in Social Studies. Write the word that fits each definition.

trade govern mayor freedom

1. An official elected to run a town or city: _____
2. The process of selling and buying goods: _____
3. To have authority over others: _____
4. Another word for liberty or independence: _____

What other words do you know like these?

HOLD TIGHT Words

Sometimes the complete ending of a word lets you know that the vowel sound is long. For example, words such as *find* end with the pattern *-ind*. Other words such as *light* end with the pattern *-ight*. Both of these patterns let you know that the words have the long **i** sound.

In words such as *fold*, the ending *-old* lets you know that the words have the long **o** sound.

Say each word. Then answer the questions.

bind
sold
right
grind
night
bold
sight
remind
light
might
told
tight

1. Which words have the long **i** spelled ***-ind***?

2. Which words have the long **i** spelled ***-ight***?

3. Which words have the long **o** spelled ***-old***?

Practice

bind	sold	right	grind
night	bold	sight	remind
light	might	told	tight

A. Write the word that fits in each sentence.

1. There was a bad storm last _____.
2. The farmers _____ fruit and vegetables.
3. I got the _____ answers on the test.
4. We can _____ this ax to sharpen it.
5. We need a brighter _____ in the closet.
6. He _____ us a funny story.
7. Did you _____ him to call us?
8. We _____ go visit my aunt next week.

B. Write the word that fits each definition

bold	sight	bind	tight

1. To fasten or tie things together: _____
2. The act or process of seeing: _____
3. Showing courage or daring: _____
4. Closely packed or held firmly in place: _____

✍ **Writing**: Using commas

Sometimes you need to use special marks to separate words so that the reader can understand what you are writing. The **comma** (,) is one of these special punctuation marks.

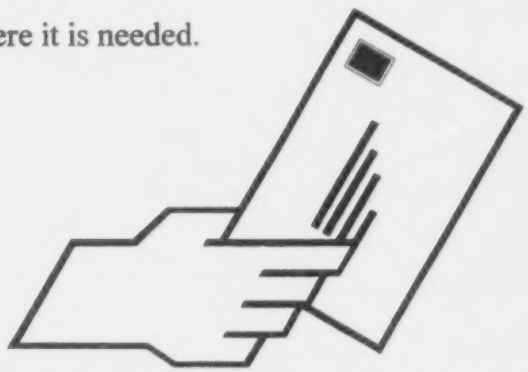
✔ Use a comma between the name of a city and the name of the state it is in.

> I live in Cleveland, Ohio.
> My uncle lives in Louisville, Kentucky.
> Last summer we went to Dallas, Texas.

✔ Use a comma to separate the day of the month from the year.

> The letter was sent on May 15, 1997.
> My brother was born in October, 1990.
> We will leave on March 13, 1998.

Look at these sentences. Add a comma where it is needed.



1. I mailed a letter to Richmond Virginia.
2. It was mailed on January 5 1997.
3. My friend moved to Chicago Illinois.
4. I will go to see her in June 1998.

Write sentences that tell about a trip you might take. Write the name of the city and state in one sentence. Write the month and year in the other sentence. Use a comma in each sentence.

✏ **Content Words**: Geography

Here are some words that you will see when you study geography. Write the word that fits each sentence.

season arctic mountain valley

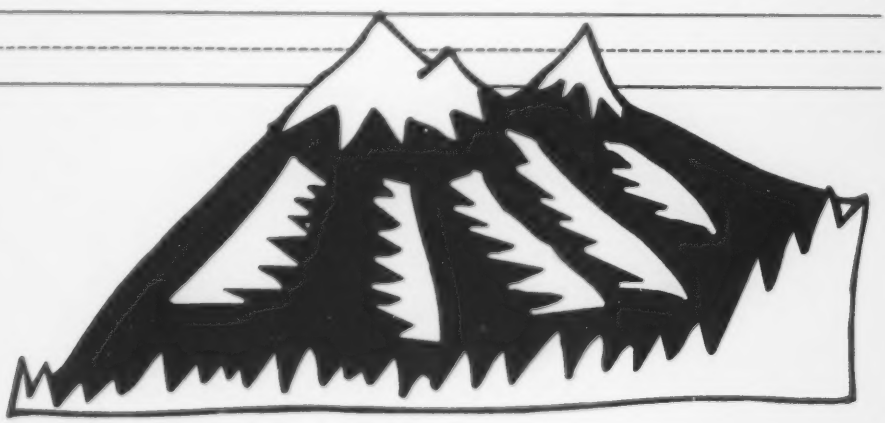
1. Workers dug a long tunnel through the _____.

2. Each _____ of the year has its own kind of weather.

3. The river ran through a _____ between two hills.

4. The _____ is covered in ice and snow.

What other words do you know like these?



HOPED WAITING Words

In Week 7 we saw that the ending *-ed* is used with verbs to indicate that something happened in the past. The ending *-ing* is used to indicate that something continues to happen.

Many verbs such as *race* have long vowels and end with a silent *e*. When you add *-ed* and *-ing* to these long-vowel words, drop the final *e* in the verb: *race, raced, racing.*

Other verbs such as *lean* use two vowel letters for the long-vowel sound. Just add *-ed* and *-ing* to these verbs with making any change: *lean, leaned, leaning.*

Look at the examples given below. Then add the endings *-ed* and *-ing* to the other words on the list.

like	liked	liking
leap	leaped	leaping
use		
wait		
hope		
soak		
chase		
clean		

Practice

The verbs in this week's list are repeated here.

use wait hope soak chase clean

Choose the verb that fits in each sentence. Use a verb that ends with *-ed* to tell about something that happened in the past. Use a verb that ends with *-ing* to tell about something that continues to happen.

1. Last week I _____ up my room.
2. Are they still _____ for the rain to stop?
3. My socks are _____ in the sink.
4. I _____ all my money to pay for the pizza.
5. The squirrels are _____ each other in the tree.
6. We _____ that everything would be all right.
7. They _____ an hour for the bus to arrive.
8. I am _____ a new kind of pen.
9. Dad is _____ out the gutters.
10. I _____ my dog around the yard.
11. The rain _____ my new coat.
12. We are _____ that our team will win.

✍ **Writing**: Using commas

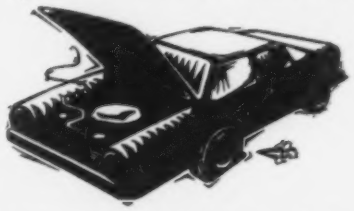
Sometimes we write about two things that are related or we use two words to describe something. When this happens, we use the word **and** to show that the two words belong together.

> John **and** I are in the same class.
> The movie was long **and** boring.

When we use more than two words that are related, we need to separate them so that the reader can understand them. We use a punctuation mark called the **comma** (,) to do this. Then we use *and* before the last word in the group.

> John, Mary, and I are in the same class.
> The movie was long, boring, and dumb.
> My cat is chubby, lazy, fuzzy, and goofy.

Look at the next two sentences. Add commas where they are needed to make each sentence clear.



We had fish potatoes and beans for dinner

The old car was rusty scratched and dented.

Now write two sentences of your own. In the first sentence, use three nouns that are separated by commas. In the second sentence, use three adjectives that are separated by commas.

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✏ **Content Words**: Science

You will see the following words when you study science. Look up any words you don't know. Write the word that fits each sentence.

climate current eclipse equator

1. We saw an _____ of the moon last night.

2. The _____ runs around the middle of the earth.

3. The North Pole has a very cold _____.

4. The ocean _____ is very strong.

What other words do you know like these?

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BOOKS BUSHES Words

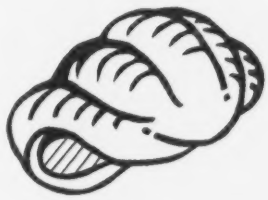
You already know that nouns are words that name people, places, or things: *boy, girl, home, city, table, or button,* for example.

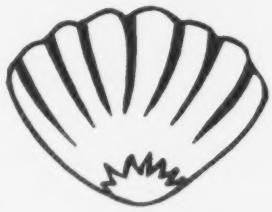
Singular nouns name one person or place or thing. **Plural nouns** name more than one. When we write a plural noun, we often add ***-s*** at the end of the word: *rug, rugs*. However, some nouns add ***-es*** at the end to form the plural: *dish, dishes*.

Look at the plural nouns in this weeks list. Notice which end with *-s* and which end with ***-es.*** Then cover up the word list and write the plural noun that fits each of the numbered examples.

rocks
buses
books
glasses
trains
bushes
shells
boxes
kittens
ranches
letters
ditches

1. One rock, two _____
2. One bus, three _____
3. One book, four _____
4. One glass, three _____
5. One train, two _____
6. One bush, five _____
7. One shell, three _____
8. One box, two _____
9. One kitten, three _____
10. One ranch, two _____
11. One letter, three _____
12. One ditch, four _____





Can you figure out when to use ***-es*** instead of ***-s***? Listen to the sound at the end of each singular noun. The ones that end with **s**, **ss**, **sh**, **x**, **ch**, and **tch** add ***-es*** in the plural. All these words have a breathy sound at the end of each singular noun.

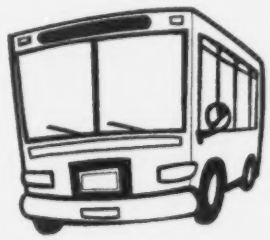
Practice

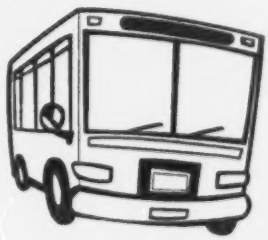
The list words are repeated here.

rocks	buses	books	glasses
trains	bushes	shells	boxes
kittens	ranches	letters	ditches

A. Write the plural noun that fits in each sentence.

1. How many sea _____ did you collect?
2. The _____ are fluffy and playful.
3. I read two _____ about the Civil War.
4. Two big _____ had flat tires.
5. Some large _____ rolled down the hill.
6. The rain filled all the _____ with water.
7. I wrote three _____ to my friends.
8. All the _____ need to be trimmed.





B. Use the remaining words in your own sentences.

trains glasses boxes ranches

✍ **Writing**: Dictionary Skills

Look in the front of your dictionary. See how it is organized and how to find words. Then work on these exercises.

A. You find **guide words** at the top of each page in a dictionary. These show the first and last word on each page. Let's say that one page has words beginning with **school** and ending with **some**. Put a circle around the answer to each question.

1. Is the word **skate** included on this page? Yes No
2. Is the word **say** included on this page? Yes No
3. Is the word **stop** before or after this page? Before After
4. Is the word **sad** before or after this page? Before After

B. Many words have more than one meaning. Look up the following words in your dictionary. Write one meaning for the word as a verb. Write another meaning for the same word as a noun.

1. **play** (verb) _____

   (noun) _____

2. **run** (verb) _____

   (noun) _____

✏ **Content Words**: English

You will see the following words when you study English. Write the word that matches each definition.

rhyme verb fiction blend

1. A word that tells what the subject of a sentence is doing: _____
2. A story that is not based on things that really happened: _____
3. The kind of sound we hear when two consonants are spoken smoothly together: _____
4. The term we use to talk about words that end with the same sound: _____

Personal Words

Continue to keep a log of words about subjects that interest you.

The Vowel Sound in **SMALL** and **PAW**

The vowel sound in *all* is not exactly like any vowel we have seen before. You already know some words that rhyme with *all*: *tall* and *fall* and *call*. This same vowel sound can be spelled *aw* in words such as *saw* and *draw*.

This week we add some more words spelled with the patterns found in *all* and *draw*. We also see that the same vowel sound can be spelled *au* in words such as *cause*.

hall

paw

haul

small

cause

jaw

dawn

stall

sauce

straw

because

crawl

1. Write the words spelled with **all**.

2. Write the words spelled with **aw**.

3. Write the words spelled with **au**.

4. Which two words sound the same?

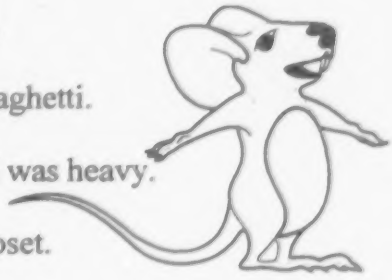
5. Which word has two syllables?

Practice

The words in this week's list are repeated here.

hall	paw	haul	small
cause	jaw	dawn	stall
sauce	straw	because	crawl

A. Write the word that fits in each sentence.



1. A mouse is a very _____ animal.
2. Put more tomato _____ in the spaghetti.
3. The wagon broke _____ the load was heavy.
4. Put these clothes in the _____ closet.
5. The baby likes to _____ on the rug.
6. We got up early to see the first light of _____.
7. What was the _____ of the accident?
8. We had to _____ the big rocks away.

B. Write the word that fits each definition.

1. The foot of an animal that has claws: _____
2. To sputter and come to a stop: _____
3. The part of the mouth that holds teeth: _____
4. Dried stalks of grain or grass: _____

✍ **Writing**: Singular Possessive Nouns

When we want to show that something belongs to someone, we can write sentences like these:

> This coat belongs to the man.
> That car belongs to my neighbor.

There is another we can show that something belongs to someone. We can use a **possessive noun** that names the owner of something. This week we will talk about singular possessive nouns, which show that something belongs to *one* person.

To write a singular possessive noun, add a symbol called an **apostrophe** (') and the letter **s** at the end of the noun. This symbol (**'s**) shows that something belongs to one person.

> This is the man**'s** coat.
> That is my neighbor**'s** car.

Now add **'s** to write a possessive noun in each sentence.

I borrowed my friend____ book.

This is my mom____ hat.

I rode my brother____ bicycle.

Write two sentences of your own. Use a singular possessive noun in each one.

✏ **Content Words**: Social Studies

You will see these words in social studies. Look up any word you don't know. Then write the word that fits each sentence.

justice desert council explore

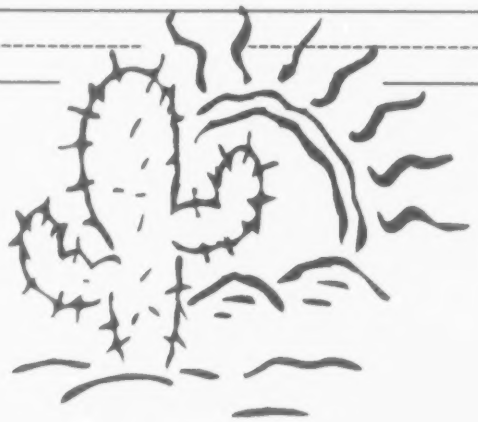
1. The _____ is so dry that few plants will grow.

2. Scientists want to _____ the old cave.

3. The court is in the hall of _____.

4. The city _____ will vote on the issue.

What other words do you know like these?



COOL FOOD Words

There are several ways to spell the "oo" sound in *cool* and *food.* Of course, many words use the letters *oo* to spell this sound, as you will see.

Some other spellings for the "oo" sound are shown in this week's list. After you say the words, write them to fit the patterns given below.

food

boot

cool

lose

true

noon

pool

loose

room

tool

tooth

rule

1. Write the four-letter words spelled **oo**.

2. Write the word that ends with **th**.

3. Write the word that ends with a vowel and **e**.

4. Write the word that fits the VCe pattern for long **u**.

5. Write the words that begin with **l**.

Practice

This week's words are repeated here.

food	boot	cool	lose	true	noon
pool	loose	room	tool	tooth	rule

A. Write the word that fits in each sentence.

1. I hope I don't _____ my new scarf.
2. As a _____ we have cold weather in January.
3. I lost my left _____ in the deep mud.
4. We need a lot more _____ for the picnic.
5. Watch out for that _____ board on the steps!
6. Do you have the right _____ to fix this machine?
7. The program starts exactly at _____.
8. The swimming _____ opens next week.

B. Write sentences using the following words.

cool tooth true room

✍ **Writing**: Plural Possessive Nouns

Last week we saw that many singular nouns can add **'s** to create the possessive form: "This is my dog**'s** favorite toy."

This week we will look at the *plural* form of possessive nouns. You already know that a great many nouns form the plural by adding the final letter *s*. To make these nouns possessive, simply add an apostrophe (') after the final *s*.

Plural	**Plural Possessive**
boys	boys'
books	books'
cats	cats'
trees	trees'

Here are some sentences showing the difference between plural nouns and plural possessive nouns.

These bikes belong to the boys. These are the boys' bikes.
These coats belong to the girls. They are the girls' coats.
These books belong to my friends. They are my friends' books.

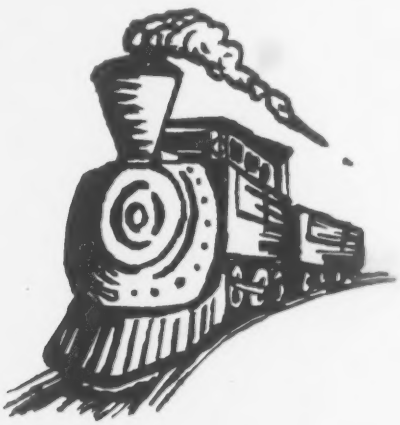
Look at the following singular nouns. Then write the plural possessive form of the noun that fits each sentence.

tree car train

1. Some of the _____ whistles were very loud.

2. Many of the _____ branches are all over the ground.

3. All the _____ horns make a lot of noise.



✏ **Content Words**: Math

Here are some words you will use in the study of math. Look up any words you don't know. Write the word that fits each sentence.

amount column minus percent

1. Arrange these numbers in a single _____.

2. These items are marked twenty _____ off.

3. Ten _____ three is seven.

4. Add the same _____ to both numbers.

What other words do you know like these?

PUT BOOK Words

This week we introduce a new vowel sound. It is halfway between the short **u** in *cup* and the long **u** in *rule*. A few words spell this sound with the letter **u** as in *put*. Many more words spell this sound with **oo** as in *book*.

put

book

wood

cook

push

foot

hook

look

pull

good

wool

took

1. Write the words spelled with the vowel letter **u**.

2. Write the words that end with **-ook**.

3. Write the other words on this list.

Practice

The words on this week's list are repeated here.

put	book	wood	cook	push	foot
hook	look	pull	good	wool	took

A. Write the word that fits in each sentence.

1. Which _____ are you reading?
2. This coat is made of _____.
3. Help me _____ the wagon out of the mud.
4. Hang this coat on the _____ on the wall.
5. We had a very _____ meal last night.
6. Can you _____ this rock out of the way?
7. Who _____ all the cookies?
8. Did you _____ through all these pictures?

B. Write your own sentences using the remaining words.

wood cook put foot

✍ **Writing**: Adverbs

Adverbs are words that tell more about other words. They are often used to describe actions. The following sentences show that adverbs often tell *how* or *when* or *where* something happened.

> We **quickly** ran away from the bees.
> Our friends left **early** to avoid the traffic.
> The tree fell **there** by the fence.

In the preceding sentences, adverbs appeared just before or just after verbs. It is also possible to use adverbs at the beginning or end of a sentence.

> **Slowly** we crept along the dark hallway.
> They finished the job **quickly**.

As you see, many adverbs end with the letters *-ly*. This is not true of every adverb, but it does happen quite often.

Write sentences using the following adverbs. Each sentence should tell *how* and *when* and *where* something happened.

carefully usually here

✏ Content Words

Here are some words that are used in the study of geography:

arid canal volcano swamp

Look up the meanings of any words you don't know. Then write the word that fits in each sentence.

1. An active _____ can erupt at any time.

2. The desert is _____ because of little rainfall.

3. Snakes and alligators live in the _____.

4. Small boats carried cargo along the _____.

What other words do you know like these?

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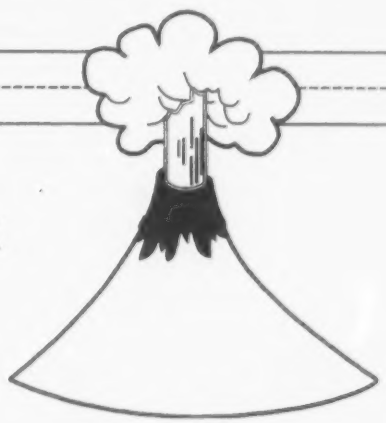


ROUND COIN Words

Some words have a vowel sound called a *diphthong*. A diphthong blends two vowels into a new sound that is not like the sound of the letters by themselves. One diphthong can be spelled *ou* in *out* or *ow* in *now*. Another diphthong can be spelled *oi* in *oil* or *oy* in *boy*.

This week's list contains words spelled with *ou* and *oi*. Say all the words and then write them.

ouch

coil

noun

loud

coin

cloud

proud

point

couch

round

found

spoil

1. Write the words spelled **oi**.

2. Write the words that end with **ch**.

3. Write the words that begin with blends.

4. Write the words that end with blends.

5. Write the word that names a person or place.

Practice

ouch	coil	noun	loud	coin	cloud
proud	point	couch	round	found	spoil

A. Write the word that fits each sentence.

1. Wrap the cord into a round _____.
2. We were _____ that our team won.
3. Move the _____ over by the window.
4. I'm afraid this fruit will _____ soon.
5. Did you put a _____ in the machine?
6. That _____ looks like a sheep.
7. She _____ the book that had been missing.
8. A _____ can be the subject of a sentence.

B. Use each of the following words in a sentence of your own.

ouch loud round point

✍ **Writing:** Pronouns

A noun is a word that names a person, place, or thing. We can use a **pronoun** to take the place of a noun.

> Marie is a good student. **She** also likes to swim.
> My friend moved away. **He** still writes to me.
> Our neighbors took a trip. **They** went to California.

In these sentences you can see that *she* refers to Marie, *he* refers to my friend, and *they* refers to our neighbors. The reader must always be able to tell who or what the pronoun refers to.

Personal pronouns are the ones we use most often. They are the words that refer to people or things.

I you he she it we they

Here are some sentences that use nouns as subjects. Write another sentence that uses a personal pronoun to refer to the subject of the first sentence in each group.

1. John is the best player on our team.

_____
_____
_____

2. Mary and I like to go to the zoo.

_____
_____
_____

3. Our friends called us last night.

_____
_____
_____

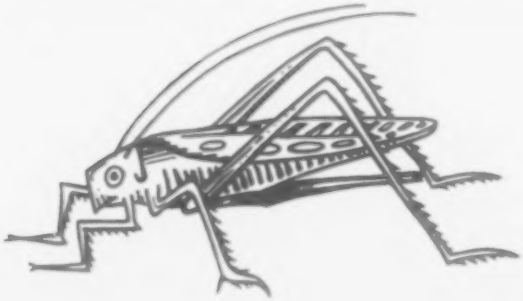
✏ Content Words

These words are often used in the study of science. Look up the meaning of any words you don't know. Then write the word that fits in each sentence.

lava insect mammal fossil

1. Scientists can study a _____ to find out when an animal lived.
2. A warm-blooded animal is called a _____.
3. Molten _____ can erupt from an active volcano.
4. An _____ has a body made up of three segments.

What other words do you know like these?



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PART SPARK Words

In many words, the vowel is followed by the letter *r*. You can hear this in words that have the vowel *a* followed by the letter *r* as in *car* and *farm*. This week's list contains more words spelled with the *ar* pattern.

part
card
mark
harm
shark
dart
large
start
yarn
snarl
spark
charge

1. Which words rhyme with **art**?

2. Which words rhyme with **park**?

3. Which words rhyme with **arm** or **barn**?

4. Which words begin with blends?

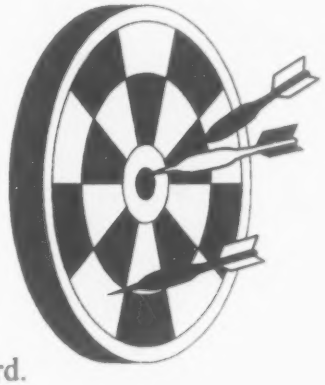
5. Which words begin with **ch** or **sh**?

6. Which words end with the /j/ sound spelled **ge**?

Practice

part	card	mark	harm	shark	dart
large	start	yarn	snarl	spark	charge

A. Write the word that fits in each sentence.



1. My _____ _____ hit the bull's-eye.
2. Did the dog _____ at you?
3. We couldn't get the car to _____.
4. I lost one _____ of the puzzle.
5. We can _____ books on our library card.
6. The accident did not _____ any of the passengers.
7. My dog has a white _____ on his head.
8. It took a lot of _____ to knit this scarf.

B. Write your own sentences for these words:

card shark spark large

✍ **Writing:** Prepositions

When we write sentences, we often use short words such as *to* and *of* and *in*. These words connect one part of the sentence to another. You see how this works in the following sentences.

> We went **to** the movies.
> Give me one **of** those cookies.
> Put the socks **in** the drawer.

These short words are called **prepositions**. They are used all the time to build sentences.

Here are the beginnings of three sentences. Think of some words that can complete each sentence after the preposition. Sometimes one word is enough, but other times you will need more words.

1. We waited an hour **for** _____.

2. My friend and I went **to** _____.

3. Did you look **at** _____?

Now write three sentences of your own. Use any of the following prepositions:

in at to with for by from over under

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

✏ Content Words

Here are some words you will use in the study of math. Look up any words you don't know. Then write the word that fits each sentence.

problem divide table zero

1. Arrange all these numbers into a _____.

2. Did you solve the _____ on this page?

3. Can you _____ three into nine?

4. Seven minus seven equals _____.

What other words do you know like these?

NORTH STORM Words

The vowel letter *o* is often followed by *r* in words such as *for*, *more*, and *store*. Many other words with the *or* sound end with a consonant after the letter *r*, such as *corn* and *fort*.

Say the words and then answer the questions.

fork

score

north

force

thorn

snore

sport

torch

shore

stork

storm

scorch

1. Which words end with ***-ore***?

2. Which words end with one consonant after ***-or***?

3. Which words end with **th** or **ch** after ***-or***?

4. Which word ends with the /s/ sound spelled **ce**?

Practice

fork	score	north	force	thorn	snore
sport	torch	shore	stork	storm	scorch

A. Add the word that fits in each sentence.

1. The _____ of the wind blew the tree down.
2. The waves crashed against the _____.
3. Canada is _____ of the United States.
4. I got stuck by a _____ in that bush.
5. A _____ has long legs and a long bill.
6. Do you _____ when you sleep?
7. The hot iron might _____ your shirt.
8. Light the _____ so we can see in the dark.

B. Use the following words in sentences of your own.

storm fork sport score

✍ **Writing:** Using Adjectives to Make Comparisons

✔ You know that an **adjective** is a word that describes a noun.

> That is a **big** tomato. This is a very **fast** car.

✔ We can also use adjectives to compare two nouns. When we do this, we often add the ending **-er** to the original word.

> This tomato is **bigger** than that one.
> That car is **faster** than this one.

✔ When we want to compare more than two things, we often add the ending **-est** to many adjectives.

> This is the **biggest** tomato I ever saw.
> That is the **fastest** car on the track.

Here are some more adjectives with endings added.

slow	**slower**	**slowest**
large	**larger**	**largest**
small	**smaller**	**smallest**
long	**longer**	**longest**
thin	**thinner**	**thinnest**
fresh	**fresher**	**freshest**
cold	**colder**	**coldest**

Write a sentence that compares two nouns. Write another sentence that compares more than two nouns. Use one of the adjectives given above, or choose your own.

✏ Content Words

You will see the following words when you study English. Write the word that fits in each sentence.

dictionary language alphabet paragraph

1. A _____ has several sentences about one topic.

2. The English _____ is spoken in many countries.

3. The _____ contains 26 letters.

4. A _____ shows that some words have more than one meaning.

What other words do you know like these?

Personal Words

Continue to keep a log of words about things that interest you.

HAIR CARE Words

Several words rhyme with *air*. Some of these words use the same spelling as *air*. Many more words use the *-are* spelling for this sound.

Say the words. Then answer the questions.

air

care

hair

scare

stare

fair

spare

bare

blare

chair

rare

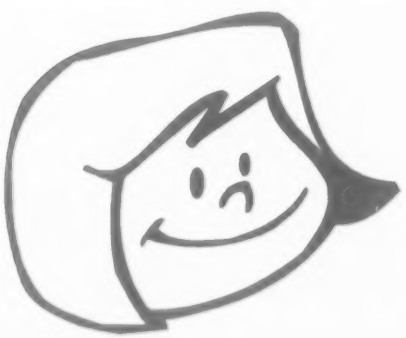
glare

1. Which words end with ***-air***?

2. Which four-letter words end with ***-are***?

3. Which words begin with **sc**, **sp**, or **st**?

4. Which words begin with **bl** or **gl**?



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Practice

air	care	hair	scare	stare	fair
spare	bare	blare	chair	rare	glare

A. Write the word that fits each sentence.

1. The _____ from the sun hurt my eyes.
2. The trees are all _____ after the windstorm.
3. Bring your _____ over by the window.
4. This old book is very _____ and valuable.
5. The weather should be _____ after the storm.
6. Did you hear the _____ of the horns?
7. We need a _____ tire for the car.
8. How long did the cat _____ at the bug?

B. Use the following words in your own sentences.

air scare hair care

✍ **Writing**: Proper Nouns

You already know that nouns name a person or place or thing. When we want to name a specific person or place or thing, we use a **proper noun**. Proper nouns always begin with a capital letter. When there are two or more important words in a proper noun, each word begins with a capital letter.

Noun	**Proper Noun**
boy	Tom Wilson
girl	Ellen Jones
city	New Orleans
state	Louisiana
day	Monday
month	July

We also use proper nouns to name important holidays such as Christmas, Easter, New Year's Day, Fourth of July, or Halloween.

Write a paragraph with at least three sentences. You may write about people you know or places you have been. You may want to write about a holiday. Use the names of these people and places or holidays. Begin each proper noun with a capital letter.

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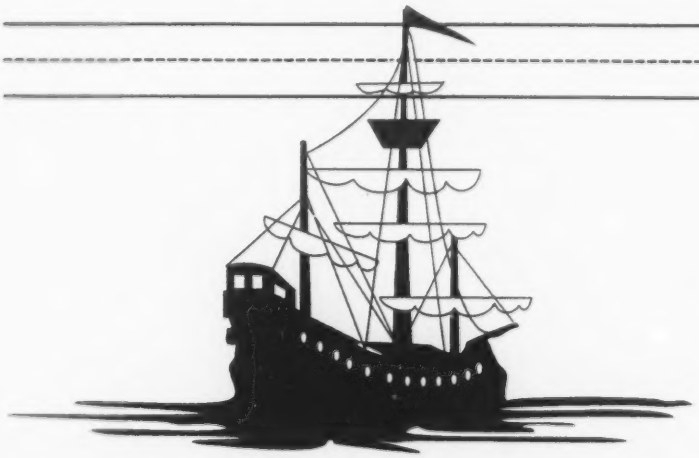
Content Words

These words are often used in Social Studies. Look up any words you don't know. Write the word that fits each sentence.

custom ancient harbor kingdom

1. Several ships sailed into the _____.
2. The Emperor ruled over a large _____.
3. It is a _____ to give gifts on birthdays.
4. The _____ tomb was a thousand years old.

What other words do you know like these?



CURL TWIRL Words

Many words such as *sir* and *bird* use the *ir* spelling for the /er/ sound. This week we will look at several words that fit this pattern.

The /er/ sound can also be spelled with the letters *ur*. Some of these words are included this week, too.

Say the words and answer the questions.

firm

fur

whirl

curb

third

turn

twirl

burn

shirt

curl

first

church

1. Which words have the **ir** spelling?

2. Which words have the **ur** spelling?

3. Which words begin with **ch**, **sh**, **th**, or **wh**?

4. Which word begins like **twist**?

Practice

firm	fur	whirl	curb	third	turn
twirl	burn	shirt	curl	first	church

A. Write the word that fits in each sentence.

1. Bears have long _____ to keep them warm.
2. Can you _____ a baton?
3. The village _____ is a hundred years old.
4. The wet ground is not very _____.
5. We need a _____ person to help the first two.
6. The horses made a _____ of dust.
7. I got there early to be the _____ in line.
8. The car is parked by the _____.

B. Use these words in your own sentences.

burn curl turn shirt

100

✍ **Writing:** Compound Subjects

You know that the **subject** of a sentence tells who is doing something or tells what the sentence is about.

> **We** had a good time.
> **They** got caught in the rain.
> **My friends** came over to visit.

Sometimes you may want to tell about two or more people who are doing something. When this happens, you can use a **compound subject**. This means that two or more nouns or pronouns are used in the subject. They are joined by the word **and**.

> **Bill and I** had a good time.
> **Mary and Ellen** got caught in the rain.
> **Tom and Susan and Maria** came over to visit.

Write three sentences telling about things you do with your friends. You can also tell about things that other people do. Use a **compound subject** in each sentence.

✏ Content Words

Here are some words used in the study of geography. Look up any words you don't know. Write the word that fits each sentence.

iceberg canyon monsoon nomad

1. The river flowed through a deep _____.
2. A _____ wanders from place to place.
3. A large _____ can float into the ocean.
4. A _____ brings strong wind and heavy rain.

JERK WORM Words

This week we will look at some more words that have the /er/ sound spelled with the letters *er*. Most words in this group end with a consonant sound after *er*.

Words that begin with the pattern **wor** often have the /er/ sound, as you hear in *word* and *work*. Some of these words will be included this week.

Say the words and answer the questions.

jerk

word

clerk

work

perch

worm

nerve

world

term

worse

swerve

worry

1. Which words are spelled with **er**?

2. Which words are spelled with **or**?

3. Which words begin with blends?

4. Which word ends like **church**?

5. Which two pairs of words rhyme?

Practice

jerk	word	clerk	work	perch	worm
nerve	world	term	worse	swerve	worry

A. Write the word that fits in each sentence.

1. Ask the _____ how much this costs.
2. Did you find a _____ in your apple?
3. We had to _____ to miss the hole in the road.
4. This orange tastes even _____ than that one.
5. It took a lot of _____ to jump so far.
6. She has traveled to many countries in the _____.
7. Don't _____ about the test tomorrow.
8. The new school _____ begins next week.

B. Use these words in your own sentences.

word jerk work perch

✍ **Writing:** Compound Predicates

A sentence can have a **compound predicate** that has two or more verbs. This tells that the subject is doing two or more different things. The verbs in the compound predicate are joined by the word **and**. Here are some examples:

> I **swim** and **run** for exercise.
> We **go** to the zoo and **watch** the animals every Saturday.
> Bill and I **rake** the leaves and **cut** the grass.

Write two sentences containing **compound predicates**. Each subject should do at least two different things in each sentence. Use at least two different verbs joined by the word **and**. You can choose your own verbs or use some of these:

walk see jump work run hear

✏ **Content Words**

Here are some words that are used in the study of science. Look up any words you don't know. Then write the word that fits in each sentence.

lava muscle gravity dinosaur

1. The _____ in my arm is tired after lifting all those boxes.
2. The _____ is an extinct reptile.
3. The pull of _____ causes everything to fall.
4. Erupting volcanoes spew forth _____ and steam.

WRAP KNEE QUICK Words

Sometimes two consonant letters are used for one sound. Only one of the consonants is spoken. Words that begin with the letters *wr* have the /r/ sound, as in *wrap* and *write*. Words that begin with *kn* have the /n/ sound, as in *knee* and *know*.

In English, the letter *q* is always followed by the letter *u*. Words that begin with *qu* have the sound of /kw/ in *quick* and *quack*.

Say the words and then answer the questions.

knee

wrap

quit

know

write

quick

knife

wrong

quite

knock

wrote

quack

1. Which words begin with **kn**?

2. Which words begin with **wr**?

3. Which words begin with **qu**?

4. Which words have short vowels?

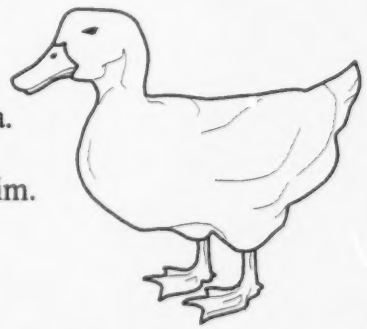
5. Which words have long vowels?

Practice

knee	wrap	quit	know	write	quick
knife	wrong	quite	knock	wrote	quack

A. Write the word that fits in each sentence.

1. It's time to _____ working and have lunch.
2. Will this _____ cut that heavy rope?
3. We took a _____ turn and got lost.
4. Did you scrape your _____ on the stone?
5. I want to _____ this gift in colored paper.
6. I'm not _____ sure where we are.
7. I _____ a thank-you note to Grandma.
8. Listen to the ducks _____ as they swim.



B. Use these words in sentences of your own.

know quick write knock

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✍ **Writing**: A Friendly Letter

When you write a letter to a friend, you begin with the **heading** that shows your address and the date. Then comes the **greeting** followed by the **body** of the letter. This is where you tell your friend what you are writing about. Then there is the **closing**, usually "Sincerely" or "Yours truly." Finally, you write your **name**. Here is an example.

27 Maple Street
Portland, Maine 12345
July 22, 1998

Dear Evan,

We went to the Grand Canyon last month. It's very wide and deep. There is a big river at the bottom. Some people even ride down into the canyon on mules. We didn't.

Sincerely,
Bill

Write your own friendly letter. Tell about a trip you took or something else you did. Use your address in the heading and your friend's name in the greeting. Put your own name at the end.

✏ Content Words

Here are some words used in the study of math. Look up any words you don't know. Write the word that fits in each sentence.

triangle weight length graph

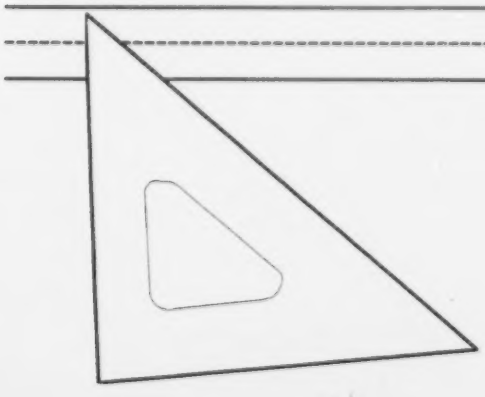
1. This _____ shows how much rainfall we had during the past year.

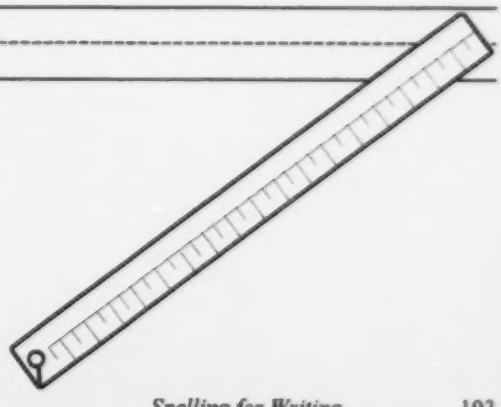
2. What is the _____ of this board from one end to the other?

3. A _____ has three sides and three angles.

4. The _____ of this box is measured in pounds and ounces.

What other words do you know like these?





RAILROAD HEADLIGHT Words

Two short words can be joined together. This makes a **compound word**. All the words in this list are compound words. You can see how the two short words are joined without a break between them. Say each word and write it in the space provided.

playground

airport

basketball

farmhouse

birthday

driveway

daydream

railroad

footstep

homework

headlight

paintbrush

Practice

playground	airport	basketball	farmhouse
birthday	driveway	daydream	railroad
footstep	homework	headlight	paintbrush

A. Write the word that fits in each sentence.

1. Can you throw the _____ through the hoop?
2. The old _____ is way out in the country.
3. I had a _____ about flying through the air.
4. The _____ tracks cross the road here.
5. We watched the planes land at the _____.
6. The _____ leads up to the garage.
7. I thought I heard a _____ outside!
8. Use this _____ to paint the porch.
9. The _____ on the train is very bright.

B. Use these words in your own sentences.

birthday homework playground

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✍ **Writing:** A Thank-You Note

Sometimes you will want to thank someone for a gift or for doing something nice. Begin with the **date** in the upper right corner. Then the **greeting** tells who will receive the note. The main **body** of the note thanks the person for what they did. Then the note ends with a **closing** and your **name**. Here is an example of a thank-you note.

June 14, 1998

Dear Aunt Bertha,

Thank you for the socks you sent me for my birthday. I like the purple ones best of all. I really need more socks. The washing machine eats them all the time.

Love,
Eloise

Now write a note thanking someone for a gift or for doing something for you.

✏ Content Words

You will see the following words in Social Studies. Look up any words you don't know. Write the word that fits in each sentence.

border history frontier government

1. In the last century, people moved west into the _____ of America.
2. The study of _____ tells us what happened in the past.
3. Canada and America share a long _____.
4. The mayor is in charge of the _____ of a city.

What other words do you know like these?

Words Often Misspelled

The words on this week's list may not look very difficult, but they are often misspelled. Look at each word. See if there are any hard spots. Then write each word in the space provided. Write it twice if there is enough space. You can also practice on your own paper.

done

any

could

does

every

said

they

again

their

would

many

should

Practice

done any could does every said
they again their would many should

A. Write the word that fits in each sentence.

1. You _____ study hard for the test.
2. This glove _____ not match the other one.
3. He _____ that the bus would be late.
4. Pick up _____ bit of paper on the floor.
5. How _____ more questions are there?
6. My friends lost _____ books on the bus.
7. I _____ not find my jacket.
8. Let's go down the slide _____.

B. Use the following words in your own sentences.

they would any done

✍ **Writing:** Giving Instructions

When you tell someone how to do something, you want to explain things in the right order. For example, here are instructions explaining how to make a cake. What's wrong with them?

> Eat the cake.
> Mix everything in a bowl
> Get the flour and everything else you will need.
> Bake the cake.

You can see that everything is mixed up. You can't eat the cake before you even *make* it! In the space below, write the instructions in the proper order.

Now write some instructions of your own. You can tell how to make something or how to do something. You may want to tell how to get to your house. Use as many spelling words as you can.

✏ Content Words

Here are some words used in science. Look up any words you don't know. Then write the word that fits each definition.

fertile geyser planet carbon

1. An element found in coal and oil: _____
2. A spout of hot water and steam: _____
3. An object that travels in an orbit around the sun: _____
4. Able to produce plentiful crops: _____

What other words do you know like these?

Personal Words

Continue to keep a log of words about things that interest you.

Spelling for Writing

In just a few minutes a week, your child will:

- Learn to identify common, logical spelling patterns,
- Graduate quickly to more complex words,
- Become a confident, independent speller and writer!

Why Pay Attention to Spelling?

Spelling for Writing shows you how to help children discover the most important patterns and principles that govern English spelling.

- Accurate spelling contributes to the clarity of written messages.
- Spelling accuracy shows attention to detail, sending a positive message to teachers and employers.
- Spelling becomes one part of learning to write real-life messages—directions, letters, invitations, and reports.

In this program, children learn that writing messages and stories helps them see the value of learning to spell!

Carl B. Smith, one of America's leading curriculum developers in reading, writing, grammar and spelling, has written over thirty books for parents and teachers. In *Spelling for Writing*, he uses his clear, direct style to give a logical plan and easy to follow directions for weekly lessons. Dr. Smith directs the Family Learning Association and the ERIC Clearinghouse for Reading, English and Communication.

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